

FRENCH INDO-CHINA

had to be suppressed and **replaced** by the
ColUge GhasseJmp-
The of its graduates were to be sent to
France, at lie
colony's expense. The French curriculum was used,
and it proved
to little interest or value for the natives. There
was no study **of**
characters **in** either primary or secondary
education, the
French was learned was archaic and barbaric
—the language of
Louis XIV was heard again—in the streets of Saigon.
Contrary to
intentions, the Admirals had not solved the practical
problem
of interpreters. **They** had unwittingly
destroyed the tradi-
education and had replaced it with the dubious *quoc*
ngu_t rand
more. The problem of mass education was totally
untouched.
With the coming of the civil government, trailing
clouds of assimi-
there was pending in the air an important change **in**
Le **Myre** was shocked by the poor material
equipment.
were and unsanitary; textbooks non-
existent or **in-**
appropriate. But as regards a clear-cut educational
policy, **Le Myxe*s**
were not much more coherent than his
predecessors.
On were established in each vilkge and
canton, but by
1884 had materialized, and the education that
was offered
was in because no more teachers were
being trained.
'The in their illiterate slumber. The few
teachers *who*
supervision, left to their own poor, pedagogic
It a sad record for a rich colony like Cochín-
China,
the conquest, and for a people so zealous far
as the Not content with an already
inadequate
was imdermining the Mission's hold on
the **Cochin-China** might possibly
have found
only been aware of it, in her services as

an experi-
 for the Annamite countries.
 As a of Beit's scientific training
 and pro- he favoured lay education as
 the
 of Bert's to- diffuse a working
 know-
 of the masses. In **studying** out
 Ms
 he was to **read in** one of **the teat-**
 in **use**
 the i» fie to man; it draws wagons
 and
 cow aatt inn with wool.¹
 * J*_f F«J fl«_m p. 137.